DOCUMENT RESUME

ED 467 597 HE 035 145

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TITLE	An Electronic Resource for Service-Learning: A Collaborative Project between Higher Education and a State Department of Education.
PUB DATE	2002-04-00
NOTE	8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1-5, 2002).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	*CD ROMs; *Curriculum; Educational Technology; *Higher Education; Multimedia Instruction; *Service Learning

ABSTRACT

This study investigated whether the presence or absence of selected characteristics of the cognitive apprenticeship model of instruction influenced changes or lack of change in the performance of two interns over time. One internship site reflected the characteristics of the cognitive apprenticeship model, and the other did not. The interns were chosen based on similarities in gender, social skills, English language skills, level of educational media education, and previous internship experience. Each intern was observed in the field for 8 hours a week during the 3 month internship, and interviews were conducted with the intern, her mentors, and the staff. Identifying patterns that emerged over time in each setting and similarities and differences in change or lack of change in performance helped specify the conditions under which change occurred. A comparative case analysis helped illuminate the usefulness of the cognitive apprenticeship model in understanding the internship experiences. Two clear conclusions emerged. The presence or absence of the selected characteristics of the model (modeling, coaching, scaffolding and fading, and articulation) critically contributed to the development or lack of development of expertise. Also, although the model was useful for understanding what happened, other factors also needed to be considered systematically. (Contains 23 references.) (SLD)

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ED 467 597

An Electronic Resource for Service-Learning: A Collaborative Project Between Higher Education and a State Department of Education

By Dr. Sally R. Beisser

April 2002

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A paper presented at the AERA Annual Meeting
April 2002
New Orleans, Louisiana

An Electronic Resource for Service-Learning: A Collaborative Project between Higher Education and a State Department of Education

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Abstract

The service-learning CD-ROM was an initiative that included an education professor in a large Midwest private university, the state Department of Education, and federal funding. The professor provided service-learning research designed to inform service-learning practitioners in the K-12 schools while the Department of Education provided project funding through the Corporation for National Service. The purpose of this presentation is to promote service-learning in both schools and higher education institutions and to provide participants free access to the CD-ROM technology for their own development of service-learning in the curriculum.

Despite national emphasis on service-learning and character education, school practitioners and university faculty have little background knowledge in order to conduct successful service education programs. Few teacher education institutions prepare pre-service teachers to understand service-learning as pedagogy, offer service education training for in-service teachers, or involve college students in service endeavors.

The collaborative CD-ROM highlights history of service education in the United States, summarizes research describing benefits of service-learning, shows examples of successful service projects, describes components necessary to develop service-learning in partnership with community agencies, and lists websites for further research and study.

Theoretical Background

Higher education plays various roles in meeting community, state, and national needs. University institutions bring a unique collection of talent and resources to impact social, political, and technical challenges of the day. Through research and real-world community involvement, university scholars and state department of education leaders can foster a partnership resulting in a creative, research-based project to promote service education in the state.

Schools, in response to observations and realizations in youth culture, have adopted character education and development programs. Former Secretary of Education William Bennett's (1993) book, *The Book of Virtues: A Treasury of Great Moral Stories*, has become a national best seller. He argued that schools should provide moral guidance. *Educating for Character: How Schools can Teach Respect and Responsibility* by educational psychologist Thomas Lickona (1991), is promoted among administrators and counselors. Lickona endorses traditional instruction of specific virtues such as caring classrooms and advocating social justice in community schools where consensus can be reached for the renewal process.

Service-learning, as pedagogy, promotes civic-minded partnerships between academic institutions and communities. Legislative and professional developments spurred interest in service-learning during the 1990s through the Community Service Act of 1990 and the National Community Service Act of 1993. "Learn and Serve America," an extension of the Corporation for

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National Service, provides grants for service projects. This organization has helped millions of students from kindergarten through college meet community needs, while improving their academic skills and learning the habits of good citizenship (Learn and Serve, 2000).

University and college presidents created Campus Compact, which now represents members working on service issues at over 500 campuses nationwide (Campus Compact, 2000). Similarly, since the mid-1980s, the Campus Outreach Opportunity League (COOL) has been connecting students at hundreds of campuses with communities through a service model (COOL, 2000). The American Association of Community Colleges (AACC) hosts a "Service-Learning Clearinghouse" at its Web site (AACC, 2000). Resources for initiating service programs are accessible online (e.g., http://www.cns.gov/ or http://nicsl.jaws.umn.edu/). National Youth Leadership website is a clearinghouse for resource acquisition and project development (e.g., http://www.nylc.org).

Service-learning initiatives create innovative and challenging community-based opportunities, which demand that students extend problem solving beyond the classroom to the real world. They confront social issues with an action-oriented approach moving them from observation to inquiry and from inquiry to social activism. Many higher education mission statement include practice of democratic citizenship (Barber and Battistoni, 1993). Colleges and universities realize that service and citizenship reinforce the commitment of students and higher education to civic-minded activity (Battistoni, 1997). However, higher education must thus go beyond mission statements to the active engagement of analytical and communicative skills that will allow students to participate, collaborate, and succeed in a rapidly changing world (Reeher and Cammarano, 1997).

Implementation of Service-Learning

Service-learning, while defined by over 30 definitions and varying considerably in service implementation, holds a key to successful civic activity at the post secondary level. Jacoby (1996) defines service-learning as a form of "experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development." These activities generally require both inquiry and action through four steps in order to ensure successful service activity (Beisser, 2002):

- Preparation
- Action
- Reflection
- Celebration

Meaningful service-learning in education is reflected in standards to promote quality in school-based and community-based service-learning programs. Members of the Alliance for Service-Learning in Education Reform (ASLER, 1993) recommend that effective service-learning efforts strengthen both service and academic learning using concrete opportunities for youth to learn new skills and think critically. Although service activities need skillful adult guidance and supervision, youth need to be involved in the planning process. Preparation, reflection, and celebration of youth efforts are essential to making a meaningful contribution to their community. Indeed, service-learning gives students an authentic opportunity to "promote the general welfare."

Benefits of Service-Learning

According to Conrad & Hedin (1991) the following are potential outcomes of involvement in Service-learning according to the research.

*academic skills	*problem-solving
*critical thinking	*ethical development
*moral reasoning	*social responsibility
*self esteem	*assertiveness
*civic responsibility	*career goals
*tolerance for diversity	*political efficacy

For example:

- Students learn and apply content from subject area teachers into real-world contexts.
- Process skills are transferred to learning situations in and out of the school setting.
- Students feel a part of the larger community as they develop the ability to analyze needs and concerns of their environment.
- Leadership skills and feelings of confidence are nurtured as students take action on relevant issues.
- Interpersonal relationships and enhancement of communication skills through listening, speaking, reading, and writing are a natural part of projects.
- Service-Learning integrates and reinforces the six "pillars" of Character Counts--caring, citizenship, respect, responsibility, fairness, and trustworthiness.

Why Collaboration and Reflection?

A set of underlying principles that bring together work in learning community programs include "situated learning," "reflective practice," and "communities of inquiry." These concepts and phrases can be traced to multiple sources. A decade of seminal work on learning communities has been summarized by the Institute for Research on Learning (Lave & Wenger, 1991). Their work suggests that reflective inquiry allows educators, to think about how to assess their own work and to connect classroom learning with a wider range of experiential learning and scholarship.

Participants in learning communities are empowered to explore and learn. They are not passive sponges of knowledge. Rather, they are responsible for their own learning and for the learning of their peers. Even more, they are actively engaged in scholarship of learning instead of simply the re-presentation of what is already known. The integration of a learning community suggests serious reform is necessary in the teaching of introductory education courses, such as pedagogy. Education students enter a profession where they are expected to use active learning strategies, ask essential questions, and foster inquiry through discussion while minimizing lecture. At their best, learning communities should involve interdisciplinary learning and team teaching (Brown, 2001; Stokstad, 2001). Such opportunities require time and community based organization, often not the prerogative of busy university professors.

Karen Oates (2002), professor of Integrative and Interdisciplinary Studies at George Mason University summarizes linking community based research to best practice through the following:

- Encouraging Student Faculty Contact
- Encouraging Cooperation Among Students
- Encouraging Active Learning
- Faculty Providing Prompt Feedback
- Emphasizing Time on Task
- Communicating High Expectations
- Respecting Diverse Talents and Way of Learning

Collaborative Development of the CD-ROM

The National Council of Social Studies (1994) task force developed Curriculum Standards for Social Studies: Expectations of Excellence. One of the 10 thematic strands, "Civic Ideals and Practices" expects that students will "examine the origins and continuing influences of key ideals of the democratic republican form of government such as individual human dignity, liberty, justice, equality, and the rule of law" (NCSS, 1994). Students must "practice forms of civic discussion and participation consistent with the ideals of citizenship in a democratic republic."

The university professor in this collaborative project, who teaches social studies methods courses, addresses NCSS Civic Ideals strand (Parker & Jarolimek, 1997) throughout service-learning activity in her methods course. Primary resources available to the students include the *Service learning curriculum: Integration of community service with the core curriculum* (Beisser, (2002) and the *Presenter's Toolbox: A Multi-Media Resource CD*-ROM (2000). This is a two-part CD-ROM set with two user-friendly disks.

The collaborative efforts to create the first CD-ROM disk resulting in 170 PowerPoint® slides that highlight history of service education in the United States, national research describing the "basics" and the benefits of service-learning, examples of successful service projects, components necessary to develop service-learning in partnership with community agencies, great quotes on service, and websites for further research and study. Educators from Drake University, the Iowa Department of Education, Heartland Area Education Agency 11, and Area Education Agency 7 provided leadership on the development of the PowerPoint® slides on the CD-ROM

A second disk has QuickTime® video clips of exemplary service-learning projects, from 12 different schools in our state. The disk contains a full-screen, full motion video program that is professionally designed. This is a result of work from Drake University, Iowa Department of Education, State Education Association, the Iowa Commission on Volunteerism, and many fine educators in the state.

Not only is the two-part CD set an important resource in our state for service-learning initiatives, it is an example of an effort requiring many minds and budgets with a common goal to increase opportunities for all ages of learners to engage in the habit of service. It is collaborative service, declares Alexis de Tocqueville, that reveals "habits of the heart."

Therefore, by incorporating service-learning in the curriculum as a pedagogical bridge between the community and the classroom, students have a meaningful, contemporary framework from which to analyze social injustices, such as homelessness, environmental issues, and

intergenerational community members. With collaborative efforts such as those required to complete the production of the *Presenter's Toolbox*© our future efforts and those of university students, teachers, school participants, and community members are not only united but enhanced.

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